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ABSTRACT

The document provides information on physical activities for handicapped and young nonhandicapped children. Activities are explained to include individual, small group, and large group experiences. Entries for five activities provide information on equipment needed; areas of concern (motor, perceptual motor, or physical skills); procedures; rules; additional hints; and game modifications. To individualize instruction and contribute to individualized education programs, tasks are broken down in the areas of static and dynamic balance, jumping, distance jumping, hopping, throwing, and kicking. (CL)

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Volume 3 Number 8
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INNOVATIVE DEVELOPMENTAL PHYSICAL ACTIVITIES FOR EARLY CHILDHOOD AND SPECIAL EDUCATION STUDENTS

Michael Marsallo

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ACKNOWLEDGEMENTS

Children who learn early in life the positive benefits and pleasurable effects of activity are more likely to remain active into adolescence and throughout adulthood than individuals who do not get this feel in their earliest years. This important foundation for an active life beginning in the earliest years is as important for children with handicapping conditions as for individuals without such conditions. Young children are attracted and respond to the basic and simple, the unsophisticated and uncomplicated, the pleasurable and enjoyable, the relevant and challenging. Tried and true activities and approaches transcend generations and different cultures.

Michael Marsallo, Prince George's County Public Schools, College Park, Maryland, has drawn from his extensive repitore of physical and motor activities for early childhood and special education students for this Practical Pointer. His innovative and original approaches will stimulate creativity and resourcefulness of readers to explore and develop still other and newer ways to meet physical and motor needs of young children, those with and without handicapping conditions. For his personal and professional contributions through this Practical Pointer, thanks, appreciation, and very well-done are sincerely extended to Michael Marsallo.

Julian U. Stein
Consultant
Programs for the Handicapped

FOREWARD

The following activities are samples of tasks and games students participate in at Holly Park Early Childhood Center (Prince George's County, Maryland). These activities include those of individual, small group, and large group types which can be adapted according to abilities, interests, experiences, and disabilities of individuals making up group or class. Skills required are necessary for every participating child so that no age ranges have been suggested for any activity. In choosing activities, focus on student's abilities, rather than what they should be able to do based on ages. Each activity includes areas of concern for motor, perceptual-motor, and physical characteristics or skills necessary for successful participation. While these are important, always keep in mind a primary factor in any successful activity--FUN--fun for the student, and fun for the teacher.

Michael Marsallo

The American Alliance for Health, Physical Education, Recreation and Dance does not discriminate in any of its programs and activities on the basis of race, religion, color, national origin, sex, or handicapping conditions.

Name — Monster Box

Equipment — Bean bags; 2 boxes taped or tied together with Monsters drawn on all sides; bells or other noise makers tied onto the boxes; carpet squares.

Areas of Concern — Visual-motor coordination--throwing at a moving target; spatial awareness; control; throwing skills.

Activities

- Arrange carpet squares in a large circle--size of circle varies according to throwing abilities of students.
- Be sure each student has five bean bags.
- Stand the Monster in the middle of the the circle.*
- On a signal, the student inside the box begins to walk around and push the Monster along with the hands and feet. If the Monster gets too close to the edge of the circle, verbally direct it back toward the center. Students on the circle try to kill the Monster by throwing bean bags at it. When the Monster falls over, it is officially dead and all throwing stops.

Rules of the Game

- Students must remain on carpet squares at all times, even when all bean bags have been thrown.
- If a bean bag lands near a carpet square, it may be picked up and thrown again.
- When the Monster falls, all throwing stops immediately.
- After the Monster falls, each student gathers five bean bags and returns to a carpet square.
- Student in the boxes (Monster) returns to circle and is replaced by another student.

Hints

- Boxes may be interlocked by sliding the leaves together, or they may be tied together.
- If the Monster fails to fall, a slight push usually topples it.
- If you are not an artist, use an overhead projecter and trace favorite cartoon characters on the boxes.

Additional Games — When boxes become too worn to be effective, stand the Monster in the middle of the circle. Place a tire or two on flattened leaves on the floor to steady it. Students toss bean bags or ball into the Monster box. An additional task is to have students throw from various positions. Setting equipment up around the circle can add exciting dimensions to the game--i.e., balance beams, tires, steps, or any equipment which can be used to alter the child's normal throwing position; throw from sitting, kneeling, or lying positions.

* With one student inside the box (Monster).

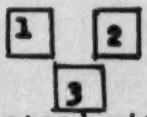
Name Box Races

Equipment 3 small boxes (large enough to step into) per child; sizes may vary.

Areas of Concern Motor planning; static and dynamic balance.

Actitivties

. Place boxes on the floor in this pattern -



. Have child stand with one foot in box #1 and and the other in box #2.

. Pick up box #3 and place it in front of box #1.

. Place the foot from box #1 into box #3.

. Pick up empty box #1 and place it in front of box #2.

. Remove foot from box #2 and place it into empty box #1.

. Continue this sequence across the room.

. Place the empty box in front of one foot, then the other to move across the floor.

. Do not be concerned if students come up with interesting combinations--often students end up with all three boxes in a straight line, or they try to pull the empty box between their legs.

. Some children may need assistance getting started-assist by verbally instructing what box to move, where to place it, and which foot to place into it.

Variation

. Use four boxes and have children move up two at a time as they move across the room.

Name Newspaper Games

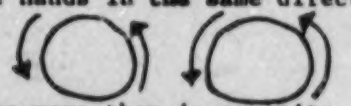
Equipment One page of newspaper per child.

Areas of Concern Fine motor manipulation; tactile awareness.

Activities

Scrubbing

- Have each child tear newspaper into two pieces.
- Kneel down and place a piece of newspaper under each hand.
- Move the hands around randomly, as if scrubbing the floor.
- Make different shapes--i.e., circles, rectangles, squares, triangles, names, letters, numbers, words; initially move the hands in the same direction--



then move them in opposite directions---

Flick Ball

- Keep each piece of paper on the floor.
- Use one hand only and crumple paper into two small balls.
- Place each ball in front of the hand that crumpled it.
- Use thumb and forefinger of each hand to flick each ball as far as possible.
- Do the same using thumb and middle finger, thumb and ring finger, and finally, thumb and pinky.
- Have races using specific fingers.

Snow

- Uncrumple each ball and flatten out the paper
- Tear each piece of paper into as many small pieces as possible.
- Pick up all pieces of paper.
- Gather everyone into a group close together.
- On a signal, everyone throws the snow into the air!!!
- Pick up all snow and dispose it properly.

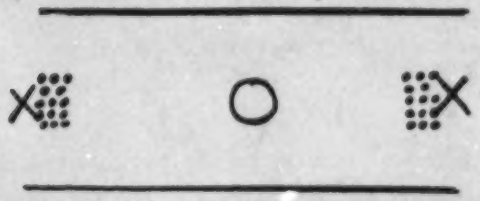
Name — Bomb the Ball

Equipment — Beanbags; 1 large ball (large lebon ball or beach ball at least 12 inches); 2 long carpet tubes.

Areas of Concern — Throwing from sitting position; control.

Activities

- Place tubes on the floor, parallel and about five feet apart.
- Place the ball in the center.
- Have one child sit cross-legged at either end with bean bags in front of each child.
- Tape tubes to floor to prevent rolling.

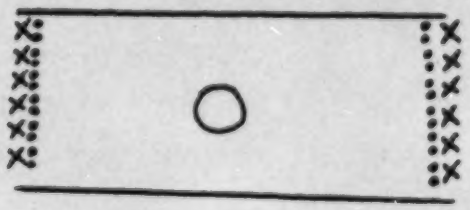


- On a signal, each child throws bean bags at the ball trying to knock it past the other child.

Hints

- Be sure students remain seated at all times.
- Place additional students along tubes to keep ball inside in case it should get knocked over the tubes.
- Use students on sides to push bean bags to throwers to keep game active.
- Place students at distances closer to or further from bal depending on throwing abilities. If students are too close, they will continually knock the ball over the tubes.

Variation — Place tubes farther apart and have teams throw at ball. All other rules remain the same.



Name IBM Tube Activities

Equipment IBM tubes--small cardboard tubes obtained from businesses which use machines that need rolls of paper, i.e., xerox reproducing businesses.

Areas of Concern Tactile stimulation; motor planning; risk taking; visual-motor coordination; number recognition and sequencing.

Activities

- Place twelve tubes on their sides next to each other on the floor.
- Perform the following tasks--
  1. Lie on top of the tubes and roll over them by placing the hands on the floor and pushing as on a gym scooter. At the start, have the chest on the tubes and the rest of the body on the floor. As the student rolls over the tubes and nears the end, stop, reverse hand push, and roll back over tubes to starting position. Repeat sequence three times.
  2. Place tubes about twelve inches from a wall. Have child lie on tubes as above. Bend legs and place feet against wall. Raise hands and arms off floor and push off wall with the feet and roll over the tubes. Encourage child to push hard enough to roll completely over and off tubes.
  3. Place seven tubes between a wall and another barrier--i.e., desk turned over or table which must be supported by a person when child pushes off it. Student lies on tubes and pushes off wall using the feet as above. As student approaches barrier, the hands and arms are extended to absorb the body weight. Then, student pushes with hands until feet make contact with wall. Continue sequence for five pushes with hands and feet. The distance between barriers is determined by size of child. Child should be able to roll back and forth and always remain on the tubes.
  4. Sit on tubes with legs on top. Use hands to push back and forth over the tubes.
- Stack tubes as high as possible, using desks or a step-ladder to reach higher levels.
- Number tubes and stack them sequentially. To vary this, have two or three sets of tubes, each set numbered in a different color. Divide into teams and have each team stack tubes of their color.
- Stack tubes as high as possible, but, place a piece of paper between each pair of tubes. Next time, put a piece of cardboard between each pair of tubes.

INDIVIDUALIZING MOTOR SKILLS

The system and procedures presented have been developed to individualize the motor development program for students at Holly Park Early Childhood Center. Skills are those most often described in developmental scales. They are presented sequentially and with instructional suggestions for various steps leading to mature levels of performance in each area. No mention of age is made in the various areas. This program is based on functional abilities of students who are given tasks appropriate to their abilities.

This system can also be used as basis for individualized educational programs (IEPs). Each area is evaluated in an initial screening and the student's level of proficiency obtained. In preparing an IEP all that is necessary to include is the step at which the child is currently functioning and then add the next one or two steps as short term instructional objectives. This is a task analyzed system easily integrated into a motor development program.

At Holly Park, each area is printed on a large piece of poster board and displayed on the walls around the room. Each area has necessary equipment for the various taks. At each station is a list of students requiring work in that area. Numbers of tasks are listed for that area. As a child completes a step, an X is placed under that task number. The next number is the new short term objective which can then be transferred to an IEP.

When a class arrives, the teacher or aide remains throughout the period. The group may than be split with the motor specialist taking a group to an area and the teacher or aide going to another area. All assistants need to do is look at the list of names, locate appropriate task numbers on the cards, and proceed. As students become accustomed to the program, the group may be further divided for more stations; after an explanation of tasks, individual students may work independently. This depends largely on the nature of tasks and abilities of students. Certain tasks require supervision and assistance while others do not.

This system can be used for any type of skill. All that is necessary is analysis of skills so they can be presented sequentially to students beginning at the level at which each student is performing. By listing students' names on a large card, they are able to see individual growth as they progress to final stages of a skill. The most important aspect of this system is to set up progressions in ways that success can be obtained and each child be aware of his/her success. If increments are spaced too far apart, the student becomes frustrated and soon learns how to fail rather than succeed.

STATIC BALANCE

- Bears weight on extended arms and hands while lying prone for 1-3-5-8-10 or more seconds...

  ... place pillow or jouster under child's arms; encourage child to bear weight on arms; assist physically if needed.

  ... extend child's arms physically to assist in maintaining position.

  ... lie on stomach facing child; assume position--ask child to imitate.

- Lies still while prone (supine) with (without) support...

  ... touch body part if child moves it and remind him/her to remain still.

  ... place IBM tubes (small cardboard tubes) close enough so that any movement upsets them.

  ... place objects (tubes, balloons) on child.

- Sits on floor with (without) support for 30 seconds, 1-3-5-10 or more minutes...

  ... sits with legs extended in V position.

  ... sits between adults legs and may (may not) use adult's chest for support.

  ... sits with back erect against some support--i.e., wall, table, chair, side horse, parallel bars, partner.

  ... sits in cardboard box with one (two) side(s) removed.

- Supported around the trunk, bears all weight on the legs...

  ... hold both hands of child gradually releasing support and encouraging child to bear weight.

  ... stand behind child with rope or towel around his/her waist or under the arms; provide as little support as necessary.

- Stands supported under arms and bears all weight.

- Stands with support...

  ... place child holding onto chair or rail in standing position.

  ... allow child to begin with wide base gradually reducing until standing with heels together.

- Assumes and maintains a kneeling balance for 1-3-5-10-30 or more seconds...

  ... kneel and face child--do not sit on heels; ask child to imitate.

  ... uses wall or other support if necessary--do not allow child to support self for the entire time; encourage child to release hands from support.

- Stands without support for 1-3-5-10-30 or more seconds...

  ... if necessary allow child to use wall for support; removes hands for increasing periods of time.

  ... stand facing child maintaining correct position; ask child to imitate.

- Stands without support, heels together for 1-3-5-10-30 or more seconds; adds variations as above.

- Stands on one foot and with (without) support and raises the other foot off floor; adds variations as above.

- Stands on one foot with (without) support and eyes open for 1-3-5-10 or more seconds...

  ... stand on one foot facing child; ask child to imitate.

  ... hold child's hands; make sure child supports self on one leg and not on your hands.

  ... places both hands on back of chair or against wall; removes hands momentarily then replace them; increases non-support gradually

  ... stand about three feet from child; hold an object at child's eye level and have child focus on object while attempting balance.

- Stands on one foot with (without) support and eyes covered for 1-3-5-10 seconds or more...

  ... increase verbal reinforcement throughout.

  ... adds variations as above.

- Stands on tiptoes for 1-3-5-10 or more seconds with arms extended over head...

  ... place small blocks under child's heels.

  ... hold ball over child's head and ask child to reach and touch it with both hands.

  ... raise ball, forcing child to stand on tiptoes allowing child to touch ball when on tiptoes.

- Imitate and maintain various body poses, for 5-10 seconds...

  ... 4 points--hands and knees balance.

  ... 2 points--right hand, left knee.

  ... 2 points--left hand, right knee.

  ... 2 points--left hand, right foot.

... 2 points--right hand, left foot.

... any other body balances.

- Perform various balances with child--maintain each position for 5-10 seconds; if necessary, touch body part to be raised by child.

- Stands, feet together on a line.

- Maintains heel-to-toe standing position...

  ... have child stand on a line with the heel of one foot touching the toes of the other; if necessary, move the feet apart far enough so the child can maintain a comfortable balance; gradually bring feet closer to heel-to-toe position; switch lead foot periodically.

  ... have child stand next to wall and use it for support; do not allow child to use wall for entire balance; releases hands for longer periods of time.

  ... stand about three feet from child; hold an object at child's eye level; have child focus on object during balance; keep object stationary.

DYNAMIC BALANCE

- Walks alone without difficulty.

- Walks backward 3 to 10 steps...

  ... face the child, hold a ball with the child, and walk--provide enough force to make the child walk backward; use large ball.

  ... hold rope or towel around the child's waist or under his/her arms; stand behind the child and gently pull him/her backward so as not to force the child to make unnecessary balance adjustments.

  ... have the child pull a toy on string while walking backward.

  ... crawl or walk toward the child, making no contact; force the child to walk backward; be a monster making sure the child maintains eye contact throughout so as to ensure true backward movement.

- Walks sideways several steps...

  ... kneel or stand facing child; both hold a ball and move to the side forcing the child to move sideways.

  ... stand next to the child--move sideways forcing the child to move; bump the child along if necessary.

  ... have the child pull a toy while moving sideways.

  ... have the child move sideways between a wall and a continuous barrier set about 9 to 12 inches from the wall--size of the child determines distance between wall and barrier; barriers may be chairs, desks, tubes, or other objects.

  ... stand facing child--move to the side exaggerating movements; have child imitate; hold child's hands, then just one; perform from about 3 feet away without touching child.

- Walks 2-4-6-8 feet between or on 2 lines--10"-8"-6"-4"-2" apart...

  ... face child, holding ball with child--walk backward so the child walks forward; guide the child between lines by manipulating ball and controlling the child's movements.

  ... place barriers along edges and have child walk between lines without upsetting barriers.

  ... direct child verbally between lines; use occasional tactile cues.

  ... have child walk heel-to-toe the entire length; use footprints to guide child or touch (point to) the foot to be moved then touch (point to) the spot on which the foot is to be placed.

- Walks between curved lines 10"-8"-6"-4"-2" apart.

- Walks 1 to 3 steps on 1" x 10' line...

  ... touch (point to) foot to be moved, then touch (point to) area on line where foot is to be placed.

  ... place footprints on line for child to follow.

- Alternates feet full length of 6' board...

  ... demonstrate correct method emphasizing placement of feet.

  ... guide child tactilly by placing hands on the backs of the child's hands--do not hold child's hands; release assistance gradually.

  ... stand behind the child; hold rope or towel around child's waist or support him/her under the arms if necessary--pull child slightly.

  ... face child; touch (point to) foot to be moved then touch (point to) spot on board where foot is to be placed.

- Walks sideways full length of 6' board...

  ... face child; hold ball and guide child sideways along board.

  ... face child and touch backs of hands as child moves along board.

  ... stand next to child and move sideways, forcing child to move; if necessary, bump child to force side movement.

  ... stand facing child and move sideways, verbally directing child to do same on the board.

- Walks backward full length of 6' board...

  ... stand on board and face child; hold ball and walk forward forcing child to walk backward.

  ... hold towel or rope around waist or support him/her under arms; pull slightly forcing child to walk backward.

  ... touch foot to be moved, then area on board where it is to be placed.

  ... stand on board and face child; walk toward child making no contact forcing child to walk backward; be a monster.

- Walks forward (backward) sliding feet on 4" board.

- Walks forward, alternates feet part way on 4" board keeping eyes focused on board.

- Walks on 1" x 10' line without stepping off.

- Walks circle 1" x 4' without stepping off.
- Walks on curved lines.
- Walks forward, alternating feet full length of 4" board.
- Walks forward, alternating feet on 4" board while keeping eyes on a stationary target held at eye level at the end of the board...
  - ... straddle board about 6' from child and hold ball or other object at eye level; slowly walk backward as child moves forward; stop child as soon as his/her eyes look away from ball.
  - ... same as above but slowly move ball up and down (side to side; in a circle, diagonally) as child moves.
- Walks forward, alternating feet over objects (rope, bean bags, tires and other objects on board) on 4" board; if necessary, give touch support to back of child's hands when stepping over objects.
- Walks forward heel-to-toe on 4" board; touch foot to be moved, then touch board where it is to be placed; emphasize the heel touching the toes of the other foot on <u>each</u> step.
- Walks forward on 4" board with eyes covered...
  - ... hold ball with child; walk backward forcing child to walk forward; encourage child to <u>see</u> with the feet.
  - ... assist by touching back of child's hands; do <u>not</u> hold child's hands.
- Walks sideways on 4" board with eyes on target...
  - ... stand facing child; hold attractive object at child's eye level and move sideways--hold ball steady; stop child if eye contact is lost.
  - ... same as in above but move ball slowly up and down (side to side, in a circle, diagonally).
- Walks backward on 4" board with eyes on target...
  - ... walks entire length of board heel-to-toe.
  - ... touch foot to be moved then the spot where it is to be placed.
- Walks sideways (backward) on 4" board with eyes covered...
  - ... assist by touching back of child's hands; do not hold hands--gradually release assistance.
  - ... encourage child verbally across board.

STAIR ACTIVITIES

- Crawls up stairs.
- Creeps backward down stairs.
- Ascends stairs with assistance...
  - ... hold both (one) hand(s) (2 feet per step).
  - ... grasp clothing from back, near waist.
- Descends stairs with assistance (2 feet per step)
  - ... hold both (one) hand(s).
  - ... grasp clothing from rear near waist.
- Ascends stairs unsupported (2 feet per step).
- Descends stairs unsupported (2 feet per step).
- Ascends stairs, one foot per step with assistance...
  - ... hold both (one) hand(s).
  - ... indicate by touch which foot goes to which step—touch child's foot, then touch step on which it belongs.
- Descends stairs with assistance (one foot per step).
- Ascends stairs without assistance alternating feet; verbally direct and encourage child up stairs.
- Descends stairs without assistance alternating feet...
  - ... verbally direct child up steps indicating where to step.
  - ... touch foot and show child where to place it on next step.

JUMPING

- Jumps in place; does not raise both feet off floor at the same time.
- Jumps in place raising both feet off the floor at same time...
  - ... stand facing child; jump 2-3 times--ask child to imitate.
  - ... hold child's hands and jump together; if necessary, lift child off the floor--demonstrate and emphasize bend of knees and forceful extension.
- Jumps off 7" step (12"box), one foot ahead
- Jumps off 7" step (12" box); two foot take off and landing with/without) assistance...
  - ... demonstrate--ask child to imitate.
  - ... hold both hands and assist in take off as necessary.
  - ... hold one hand during jump.
  - ... have child jump; catch child or the hands upon landing.
- Jumps over tape line on floor, one foot ahead.
- Jumps over rope on floor, two foot take off and landing...
  - ... demonstrate--ask child to imitate.
  - ... hold child's hands; as jump begins, pull forward a bit over tape or rope.
- Jumps over 2" high rope, one foot ahead
- Jumps over 2" high rope, two foot take off and landing; exaggerate height during demonstration by emphasizing crouch, arm action, leg action, extension, and landing forward.
- Jumps off 18" box, one foot ahead.
- Jumps off 18" box, onto mat, two foot take off and landing.
- Jumps over rope 8" high, one foot ahead.
- Jumps over rope 8" high, two foot take off and landing.
- Jumps off 28" box, one foot ahead.
- Jumps off 28" box, two foot take off and landing.
- Jumps over rope 12" high, two foot take off and landing.

DISTANCE JUMPING

- Jumps forward, one foot leads (leap).
- Jumps forward, two foot take off and landing...
  - ... demonstrate jump--ask child to imitate.
  - ... face child, hold both hands--as child begins to jump, pull forward slightly.
- Jumps forward 8" to 10" (two foot take off and landing).
- Jumps forward 14" to 18" (two foot take off and landing).
- Jumps forward 19" to 24" (two foot take off and landing)...
  - ... demonstrate jump; exaggerate movement--crouch, forward lean, arm swing, leg bend, extension, and forward landing--ask child to imitate.
  - ... have child jump over obstacles--rope, tubes; add to the number of obstacles to increase distance.
  - ... jump onto or into targets--hoops, tires, tape marks.

Although this young boy has only one leg, he shows good form and effort in the standing long jump.

HOPPING

- Imitates one foot stand with assistance--face child; stand on one foot--ask child to imitate; if necessary, hold child's hand and touch or lift the foot to be raised.

- Stands on preferred (non-preferred) foot 1-3-5-10 seconds...

  ... stand on one foot facing child--ask child to imitate.

- Jumps on both feet 4 to 6 steps...

  ... face child; hop on both feet--ask child to imitate.

  ... hold child's hands and hop together; if necessary, have child try to do one two-foot jump, then two.

  ... hold child's hands--have child bend at the knees; as child extends legs, lift slightly off the floor.

  ... hops on 2 feet for a distance of 10 feet.

  ... hops on 2 feet while inside a 2 foot square.

- Hops on one foot 4 to 6 (7 to 9, 10 to 12) steps...

  ... have child hold onto back of chair or rail and hop on one foot.

  ... hold child's hands and hop together; it may be necessary to perform one hop at a time, rest, and then try another; then two-three.....

  ... have child hop over a distance (a specified number).

  ... have child stand in same spot while hopping.

  ... when child is hopping for a distance, and non-hopping foot touches the floor, have the child <u>stop</u>, take a breath, begin again.

- Hops inside 2 foot square at least 5 continuous hops.

- Hops 50 feet on preferred foot in 11-seconds...

  ... set up two rows of chairs back to back, about 2 feet apart; set each row side by side--hops on one foot between the rows, holding onto the chairs when necessary; remove chairs gradually from each side until the child no longer needs added support.

  ... ask child to hop as far as possible--as soon as non-hopping foot touches the floor stop, relax and then continue; if necessary, count the number of hops out loud; then encourage the child to hop one more the next time.

. Performs additional tasks...

... stands in front of steps with one foot on bottom step the other on the floor; lift off floor but do not place foot on step; hold one foot balance for as long as child can up to 10 seconds; reverses feet and repeat.

... place two rows of various sized boxes on floor--child must walk the entire distance, lifting each foot and placing it into the next box.

THROWING

- Throws ball with forward fling.
- Throws ball with forward fling without falling...
  - ... put ball in child's hand, preferred hand if possible; kneel behind child and raise hand into throwing position near the ear; physically move child's arm through throwing motion.
  - ... kneel facing child, 3 to 4 feet away; have child pick up object and throw to you; if necessary, position your arm correctly and have child imitate, then throw.
  - ... use verbal cues regarding arm position.
  - ... have child place foot opposite throwing arm slightly forward before throwing.
  - ... gradually increase distance until child begins to move feet when throwing.
- Throws 3" ball overhand at least 3 feet and within arms length of tester, between knees and face.
- Throws 3" ball 7, 11, 13, 18 or more feet...
  - ... have child place foot opposite throwing arm slightly forward before throwing.
  - ... have child stand in small boxes (on footprints) correctly positioned for the feet.
  - ... have child step forward with opposite foot while throwing.
  - ... stand on footprints, then step and throw.
  - ... have child throw <u>from</u> different bases of support--standing, kneeling, sitting.
  - ... have child throw at targets.
  - ... have child throw all different types and sizes of balls--yarn, nerf, tennis, utility, bean bags.

KICKING

- Kicks large stationary ball...

  ... place ball in front of kicking foot; ask child to kick it; if necessary, demonstrate proper method; kick with each foot.

  ... physically move child's leg through the proper kicking method.

- Kicks slowly moving ball...

  ... kneel about 3 feet from child and roll ball very slowly at each foot; ask child to kick it when it arrives.

  ... if necessary, demonstrate proper method.

  ... say kick when child should be beginning to prepare the leg to kick; experiment to discover correct timing for child.

- Move to kick ball rolled to left...

  ... demonstrate how to move to the left and be ready to kick ball when it arrives.

  ... stand about 3 to 4 feet from child; slowly roll ball just a bit to child's left forcing child to move about one step before kicking ball.

  ... gradually increase distance to the left.

  ... gradually increase speed of rolled ball.

  ... increase distance ball is rolled to child.

- Moves to kick ball rolled to right...

  ... use two balls; as child kicks one, roll the other one to the opposite side; continue, forcing child to change directions.

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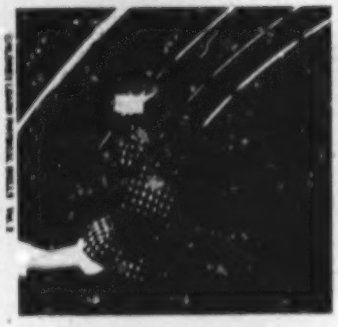

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A bibliography with sections devoted to auditory perception and movement; body image and movement; and depth-distance perception and movement. A separate compilation of tests, programs, material sources, assessment instruments and films is included. 1972. 128 pp. (245-25412) $4.00

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A new book for the physical education specialist, classroom teacher, and professional preparation department. Offers methods and activities in physical education which can contribute to each child's maximum development. Designed to encourage development of motor skills, create situations in which children can make choices in an atmosphere of freedom, and allow children to participate in enjoyable movement experiences which help to develop a desire for continued participation in physical activities. 1977. 48 pp. (245-25996) $4.25

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Twenty series of pictures, with text, illustrating education for movement in the primary grades. Offers a selection of basic activity forms — with variations and progression — which are based on movements fundamental to more complicated patterns as evidenced in more refined specific sports skills. The activities presented embody creative approaches to the traditional, meeting the needs of children to discover how to use their bodies efficiently. The activities covered require only simple equipment that can be used in and out of the gymnasium. Designed for use by the classroom teacher, advanced or beginning specialists, and in courses of professional preparation. By Liselott Diem, internationally recognized authority in the field. 1977.

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MOVE IT!!!

Prepared as a sequel to the above publication, with additional suggestions for assisting blind or visually handicapped children who have "gotten a wiggle on" and are ready to "move it!" One of the child's many suggestions: "I want to be strong. Help me to develop my strength. Give me things to carry, push, and pull. Shovels to dig with, balls to throw. Let me climb up jungle gyms and hang from the trapeze. Let me push the merry-go-round, push someone on the swing, pull the wagon. Let me hang by my hands from a limb. Give me a chance to use all my muscles. I gotta learn to carry my own weight — and use it." 1978.

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